

ZIS DP Assessment policy

1. Philosophy and principles

Zhuhai International School recognizes that teaching, learning and assessment are interdependent. Assessment tasks should be viewed as an integral part of the learning and reflection cycle. We understand that students have differing learning styles and needs. We also realize that some students perform differently according to the context of learning.

In the high-stakes IBDP, school-based assessment tasks should reflect and support the range of externally moderated or conducted, and should congruently align with the content and skills needed for these.

It is worth noting what the 'DP Principles into practice' guide says in relation to assessment in the DP:

'It is important to emphasize that the single most important aim of Diploma Programme assessment (consistent with the Primary Years Programme and the Middle Years Programme) is to support curricular goals and encourage appropriate student learning. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Students need to understand what the assessment expectations, standards and practices are and these should all be introduced early, naturally in instruction as well as class and homework activities.'

IBO 2010: 2 'Guidelines for developing a school assessment policy in the Diploma Programme'

Principles of assessment:

- a. Assessment is key to planning, teaching, and learning.
- b. Assessment practices are clear to all members of the community [teachers, parents, and students]
- c. Through such transparency and other assessment practices and procedures, all students are clear about how, and therefore have the opportunity to, succeed in assessments.
- d. There is a balance between formative and summative assessment.
- e. There are opportunities for both peer and self-assessment.
- f. There are opportunities for students to reflect on their own learning.
- g. Before starting new learning, teachers assess students' current knowledge and experience.
- h. Teachers provide students with feedback so that students understand their performance and grades, for the given task and for future learning.
- i. Reporting to parents is meaningful.



2. Assessment practices

Formative assessments are teaching and learning activities that specifically or anecdotally provide feedback on a student's capability, learning, knowledge, skills and/or understanding. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills. All teaching and learning activities have the potential to be formative assessments. Feedback and reflection for formative assessment tasks are typically not formally reported on to parents

'ZIS IBDP Summative assessments' are tasks that are formally reported against to parents and students. Summative assessments – assessments to evaluate the degree to which a student has mastered content knowledge and skills – happen occasionally in class, perhaps 2 – 6 times each semester in each subject. Many of the summative assessments take the form of mock IB examinations, using exams from years past. All students will participate in mock exams at the end of Year 1, and just prior to the May examination session of their final year.

Internal Assessment (IA) tasks are those that will contribute to final IBDP grades from the IBO. The format and criteria for these tasks is specified in the various subject guides. The timing of IAs is prescribed in some subjects.

ZIS IBDP Summative tasks will use **criteria rubrics** based on those in the relevant subject or core guide. Teachers are encouraged to facilitate students developing task-specific descriptors from these criteria.

ZIS IBDP Summative tasks will always and only use questions and problems centred on the **command terms** specified in the respective subject guides.

Regular self- and peer-assessment of formative, summative and internal assessments is strongly encouraged.

Assessment modes utilized across the subject groups and core include:

- Essays
- Written reports
- Investigations
- Practical activities
- Oral commentaries
- Presentations
- Exhibition
- Interviews

ZIS IBDP Summative Assessment tasks should use these assessment types as is appropriate. Formative assessment activities may be any useful activity that is fit for purpose. Some assessments can be done in groups.

School-based and school-developed examinations will be held at the end of Year 1 and just prior to the actual exam session in Year 2 ('Mock exams') in all subjects. These examinations will be modelled on actual examinations, and should use subject-specific Question Banks and past papers as their primary source. Year 1 exams will be formally reported on via ManageBac. The Mock Exams are formative assessments – they are a rich source of feedback for students, parents and teachers but are not to be formally reported on.

ZIS IBDP Summative tasks and IAs completion/submission dates will be included on the 'Key Dates' calendar, and published to the ZIS IBDP community.

Assessment submission

The IBDP assessment submission policy and procedures apply to IAs and ZIS IBDP Summative Assessments.

Late submission of assessments, or missing an assessment session, is not acceptable unless:

1. Respective subject teachers have granted an extension, or have agreed to and rescheduled an alternative assessment session*
2. The absence or missed assessment session is covered by a medical certificate, or for pastoral issues confirmed by the DPC

**Acceptable reasons are medical or extreme pastoral issues (to be confirmed by the DPC)*

An explanatory note from a parent, on its own, is not considered as sufficient for missing an assessment or for late submission.

Assessments that are submitted late, or missed, will receive a formal grade of 0. Evaluating the assessment in a formative way is at the discretion of the subject teacher.

Also see Secondary School Handbook

Assessment task grading/marking

ZIS IBDP Summative tasks will be graded, using the criteria prescribed in respective subject guides. Throughout the course, including in Year 1, students' performance on ZIS IBDP Summative tasks will be graded against the published criteria. **Not all ZIS IBDP Summative tasks need to make the highest grades available*.**

*IA tasks must always make the highest grades available

As per the ZIS IBDP Language Policy, students are not to be penalised in grading for insignificant spelling, grammatical, sentence structure and syntax errors. Markschemes are the guiding document to inform criteria grades.

Also see Language policy and Secondary School Handbook



Semester grading of student achievement

IBDP students will receive formal semester grades at the completion of semesters 1, 2 and 3. Students will receive a grade between 1 – 7. See Appendix A – Grading for academic reports for elaboration.

Semester grades are awarded in the context of the entire course expectation. Their marks are not to be averaged but are to be, in the professional judgment of the subject teacher, the current level of understanding of the student.

See Appendix B – Ongoing DP reporting in ManageBac

Moderation in-school

Teachers should, where possible, collaborate in moderating ZIS IBDP Summative tasks and IA tasks.

Reporting and recording

‘Reporting will impact assessment practices in a school and becomes the face of assessment to both parents and students’ *ibid p3*

ZIS IBDP Summative tasks results will be recorded and reported on, using the DP assessment criteria format, via ManageBac’s Profile page / GradeBook.

Formative assessment activities performance should be noted by teachers, but need not be formally reported on.

All **IA work** is graded by the subject teacher as directed by the subject guide. Teachers will record their grades and comments but these will not be reported to students or parents. As these tasks are to be moderated externally it is inappropriate to reveal evaluation information to students.

Student/Family Access to Information

Students at ZIS are regularly provided opportunities to review their progress and reflect on their mastery of content knowledge and skills. Teachers will maintain consistently updated assessment records, available for ZIS students to review through regular postings on their ManageBac profile page. Parents are notified of assessment reporting updates via email, and are invited to consistently check in and view their child’s ongoing reports, using their child’s login.

Homework

DP students are expected to develop, and continually evaluate and modify, a study schedule for their out-of-school time. This study schedule will include significant time for homework. **Homework is a classwork-related learning activity or an assessment activity completed away from school.** Homework should be relevant and part of the overall learning continuum/scaffold of a unit.

Homework is, however, just part of the overall study that students are expected to undertake away from school. Study activities can be individual or collaborative, and include:

- Reviewing and completing class notes
- Broader review of subject work, learning activities and past papers, that is student or teacher-initiated
- Reading and related note-taking from sources from a subject's reading list
- Reading and related note-taking from relevant sources identified independently
- Regularly reading and related note-taking from current news sources
- Regularly reading and participating in subject-specific online blogs/forums
- Regularly reading and participating in DP-specific online blogs/forums

Also see Secondary School Handbook

Teacher assistance and feedback for Internal Assessments and the Extended and ToK Essays

It is the job of DP teachers to scaffold and sequence learning to ensure DP students are prepared and able to complete work for Internal Assessments (IAs). IA requirements vary across subjects, and subject teachers need to be clear about the **nature, type and timing** of the assistance and feedback they can reasonably give to students. Some examples:

The Business & Management IA: teachers can give advice on improving the first draft but it must not be heavily annotated or edited by the teacher, and it is the only draft that can receive this treatment – the next draft must be the final draft.

The Math exploration IA: students should be encouraged to discuss and seek guidance on their explorations, however substantial support from the teacher needs to be noted on the IA submission form. As with the Business & Management IA, the teacher can review the first draft (but cannot edit), the next draft must be the final draft.

For the **Extended Essay**, supervisors should

- read and comment on one completed draft only of the extended essay (but **not** edit the draft)
- read the final version to confirm its authenticity

And generally advise students on: access to appropriate resources (such as people, a library, a laboratory); techniques of information-/evidence-/data-gathering and analysis; writing an abstract; and documenting sources

For the **Theory of Knowledge essay** *there is only a final draft* – teachers should not review a ToK essay draft as they do for the Extended Essay or the IAs exemplified above.

Also see Secondary School Handbook



3. Support for assessment

DP policy support

The following documents link to and support this assessment policy:

ZIS DP Academic honesty and malpractice

Academic honesty and personal integrity are fundamental components of a student's education and character development. ZIS expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty in any assessments, no matter the type or the stakes.

Academic dishonesty and malpractice may take many forms, and these, and their consequences and procedures, are set out in the DP Academic honesty and malpractice Policy (see also the Secondary Handbook)

ZIS DP Language policy

ZIS Diploma Programme teachers are all language teachers and, for many of our students, the language of instruction is not their native tongue. In terms of assessment, it is critical that students understand assessment task requirements and rubrics. Teachers will adequately prepare students for assessments by actively developing language and vocabulary knowledge, and focusing on command terms and the type and 'burden' of response they demand, both generally and specific to their subjects.

Students with EAL and literacy support needs have access during their daily timetable to the EAL teacher for assistance with content-specific vocabulary and literacy. Also, such students have access to regular subject-specific after-school tutorials.

ZIS Secondary school handbook

The ZIS Secondary school handbook covers all of the particulars about student life at ZIS. Importantly, in regards to assessment, it informs students of our policies and procedures in regards to the Key Dates Calendar, assessment types, expectations, submission rules and methods, grading and reporting, choices and the available assistance.

Students are asked to sign off on their understanding and acceptance of the expectations and rules for assessment conduct and submission.

ZIS DP Special Education Needs (SEN) policy

Inclusive education constitutes an integral part of the school's policy. ZIS only offers the Diploma Programme as its senior program and it is likely that there could be students with varying degrees of learning difficulties enrolling for the course. Also, we acknowledge that many learning difficulties are not identified until students are already enrolled in the school, even at the senior school level. Hence it is important that we keep provisions for their assessment as well. In such cases, help will be sought from Special Education Needs (SEN) Coordinator.



However, as is stated in our general and DP Special Education Needs, and Admissions, Policy, we are not equipped at ZIS to handle cases of severe learning disabilities, physical mobility disability that requires ramps and/or elevators and severe visual impairment. We are able to accept students having problems such as autism, dyslexia, epilepsy, ADD, minor physical disability and mobility impairment.

The following actions could be taken to support a candidate with special assessment needs:

- Consultation with teachers concerned at an early stage in a candidate's study of the Diploma Programme
- Guidance on careful choice of subjects which are suitable to the student's condition, academic strengths and desired academic or vocational pathway
- With the SEN Coordinator, DP Coordinator, the student and their families, develop an Individual Education Plan
- Specific SEN strategies/support attention in class from the normal class teachers. This is made possible by our small classes.
- Providing differentiated lessons where appropriate and enacting Individual Education Plans
- Ensuring access to after-school subject tutorials
- Arrangements for approving and appointing a scribe, reader, prompter, practical assistant or communicator, as and when necessary, who may assist them as per IBO guidelines.
- Additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs.
- Additional time to complete assignments during the two-year programme (for example, the extended essay, the theory of knowledge (TOK) essay, language A1 world literature essay) etc.
- Consider the option of pursuing the certificate course, which will involve studying fewer subjects.

Academic Support and Assistance:

ZIS Diploma Programme teachers recognize their role in preparing students to complete the required DP subject area assessments. As such, teachers develop and adjust their curricula, according to the relevant DP subject area assessment criteria, with the DP assessments in mind.

The formative assessments teachers use to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills.

Additionally, regular after-school tutorial sessions are run in each subject whereby students are able to get one-to-one or small group support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience.



The DP Coordinator will identify and meet with specific students (and their families) that are deemed 'at risk' towards the end of Year 1. The Coordinator will use Year 1 mock exam results, Summative Assessments results and feedback and teachers' evaluations to identify students who are likely to receive less than a 4 in any subject. These meetings aim to positively and constructively reflect on students' strengths, weaknesses and approaches to learning, and develop an action plan for success in Year 2 and final assessments, with key evaluation and response timeframes included.

The IB Diploma Coordinator is available to meet with all DP students and their families to support student academic success at any time.

4. Assessment – roles and responsibility

The timely setting, development, details, submission and collection process, grading, grade and feedback recording and safe storage of students' IA work is the responsibility of the individual class teacher.

The DP Coordinator is responsible for facilitating the collaborative document 'Key dates calendar', for Year 1 and Year 2 separately, and to have this published to the ZIS IBDP community at the beginning of the academic year.

Developing or sourcing IA tasks that will appropriately allow students to achieve the highest grades is the responsibility of the subject teacher.

The DP Coordinator is responsible for informing individual subject teachers of which IA work is needed for external moderation.

The timely and correct completion of the required IA forms for students' IA work is the responsibility of the individual subject teacher.

The DP Coordinator is responsible for the collecting, storing and sending to the relevant location, of all IA subject samples, IA work (such as Extended Essays) and IA documentation by the deadline specified in the IBDP Handbook.

The Theory Of Knowledge Coordinator (TOKC) is responsible for the confirmed submission via the electronic/online portal of TOK essays by the deadline.

The DP Coordinator is responsible for the confirmed receipt, safe and secure storage, of exam papers and exam material. The DP Coordinator will organise the scheduling, resourcing and staffing of the exam session, and for communicating this to the ZIS IBDP community the via a published exam timetable. The DP Coordinator is then responsible for the sending of completing exam papers to the relevant locations by the deadline.



5. Assessment policy review

This DP Assessment Policy is intended as a working document. Stakeholders, such as administrators, teachers, students, parents, may feedback at any time through forums such as collaborative meetings, parent-teacher meetings and email.

The DP assessment policy will be reviewed annually, following the incoming cohort's enrolment and subject selection.

6. Assessment policy – roles and responsibility

The DPC will lead a formal review of the policy on an annual basis, to be completed in Semester 2 and prior to the finalising of the Secondary School Handbook and teacher orientation/staff induction program for the following academic year.

7. Assessment policy distribution

This policy will be published on an ongoing basis to the ZIS intranet. Sections and details of this policy will be included in the Secondary School Handbook.



Appendix A: Grading for academic reports

An assessment grade is provided from 1 to 7 corresponding to the following IB Diploma grading system:

Grade	Descriptors
7	Excellent performance: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
6	Very good performance: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight
5	Good performance: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
4	Satisfactory performance: A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
3	Mediocre performance: Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support
2	Poor performance: Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
1	Very poor performance: Minimal achievement in terms of the objectives.

Appendix B: DP ongoing reporting in ManageBac

Grade book in ManageBac ('Profile' for students')

Gradebook offers continuous academic progress reporting. Each Task should have Grades and Comments added. It is useful to view Gradebook as a stand-alone summary, rather than have parents and students contextualize grades and comments by opening relevant documents on other pages of ManageBac. To this end, in Comments:

1. Paragraph 1:
 - brief description of the task.
2. Paragraph 2
 - Teacher comments/feedback on student's performance in the task
3. Paragraph 3
 - Refer student/parent to 'marked-up' or annotated rubric. Describe reflection process.

